

NH: RENEW: An Interconnected Systems Framework Pilot In New Hampshire

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Rehabilitation for
Empowerment,
Natural Supports,
Education, & Work

8/15/2014

Agenda

Part 1: Introduction to Multi-Tiered Systems of Support and Interconnected Systems Framework

Part 2: Using RENEW to Blend Partnerships

Part 3: Case Example and Future Directions



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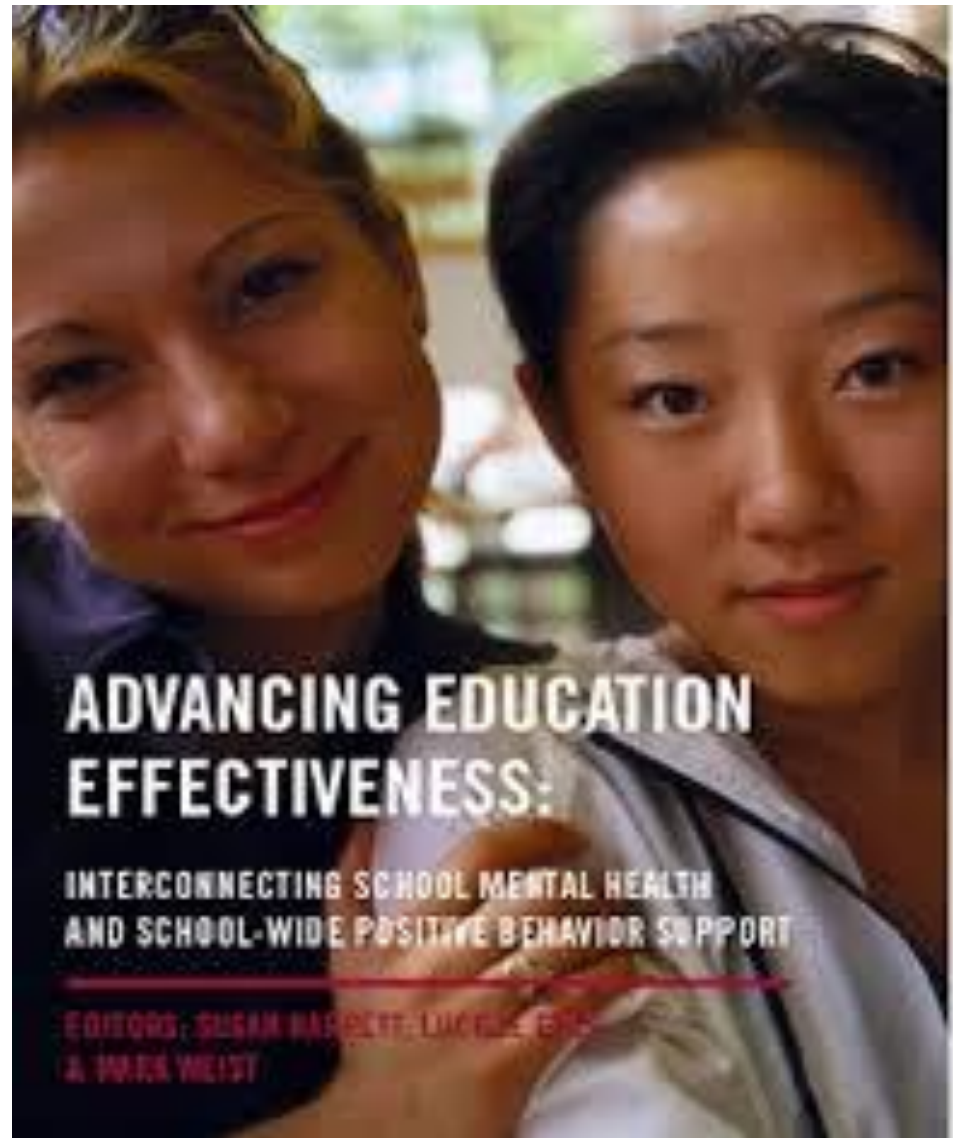
Acknowledgements

- George Sugai, Rob Horner: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (www.pbis.org)
- Lucille Eber, Director, Illinois PBIS Network
- Susan Barrett, PBIS Maryland



Resource Development: Interconnected Framework Systems (ISF) Monograph

Interconnecting School Mental
Health and PBIS



Activity

STEP 1: Identify 2-3 youth with emotional/behavior needs who you feel need intensive supports:

- Types of problems exhibited
- Academic performance
- Social/emotional characteristics
- Issues outside of school

Step 2: How does your school/agency respond to each of these students now?



Activity (cont.)

Step 3: What should the agency/school/community's response be? What would the ideal be?

STEP 4: What is needed to reach the ideal?

STEP 5: What are the gaps between what is needed and what exists?

NEEDS:

- basic needs
- positive meaningful relationships
- coping strategies
- consistency
- need social supports



Why We Need MH Partnerships

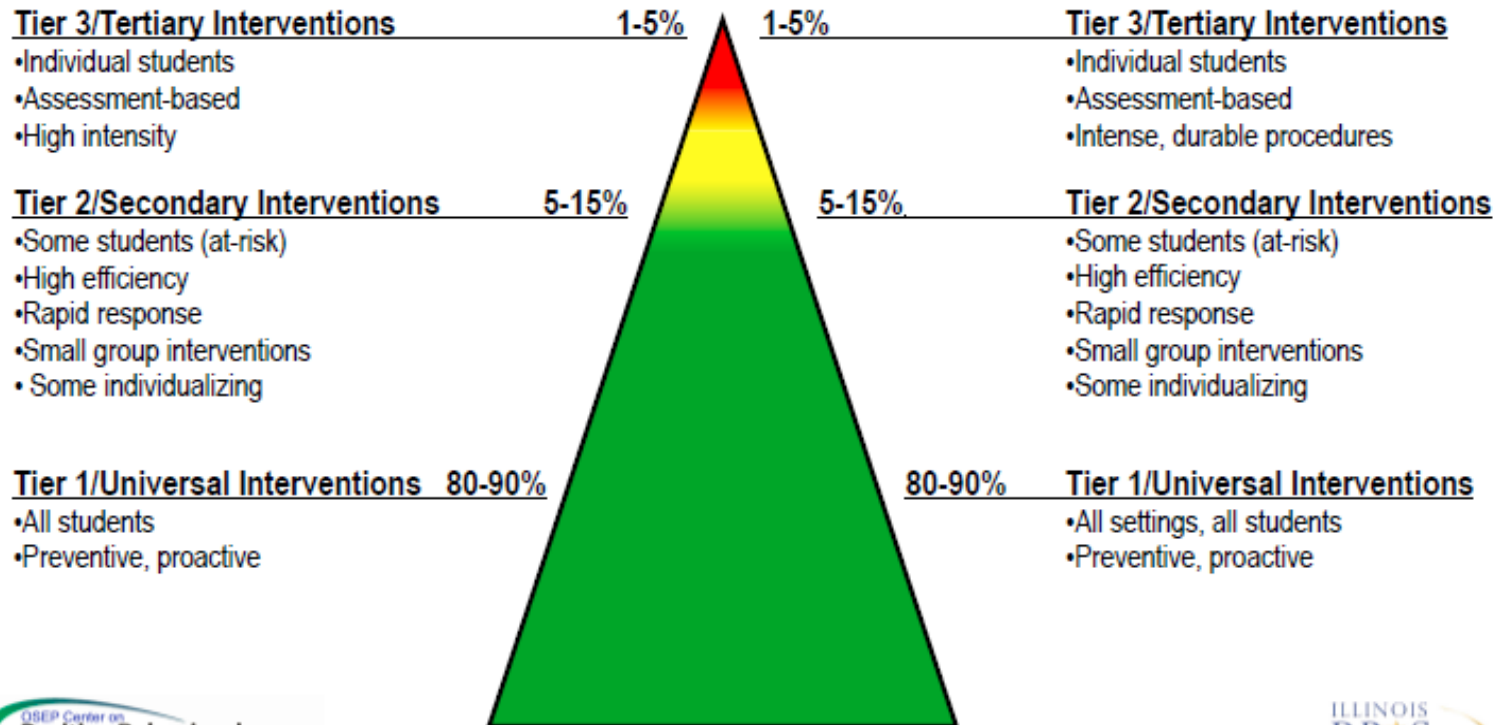
- One in 5 youth have a MH “condition”
- About 70% of those get no treatment
- School is “defacto” MH provider
- Juvenile Justice system is next level of system default
- 1-2% identified by schools as EBD
- Those identified have poor outcomes
- Suicide is 4th leading cause of death among young adults



School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Behavioral Systems



Illinois PBIS Network, Revised May 15, 2008. Adapted from "What is school-wide PBS?" OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Accessed at <http://pbis.org/schoolwide.htm>



ISF Defined

ISF provides structure and process for education and mental health systems to interact in most effective and efficient way.

- guided by key stakeholders in education and mental health system who have the authority to reallocate resources, change role and function of staff, and change policy.
- applies strong interdisciplinary, cross-system collaboration.



ISF Structure and Process

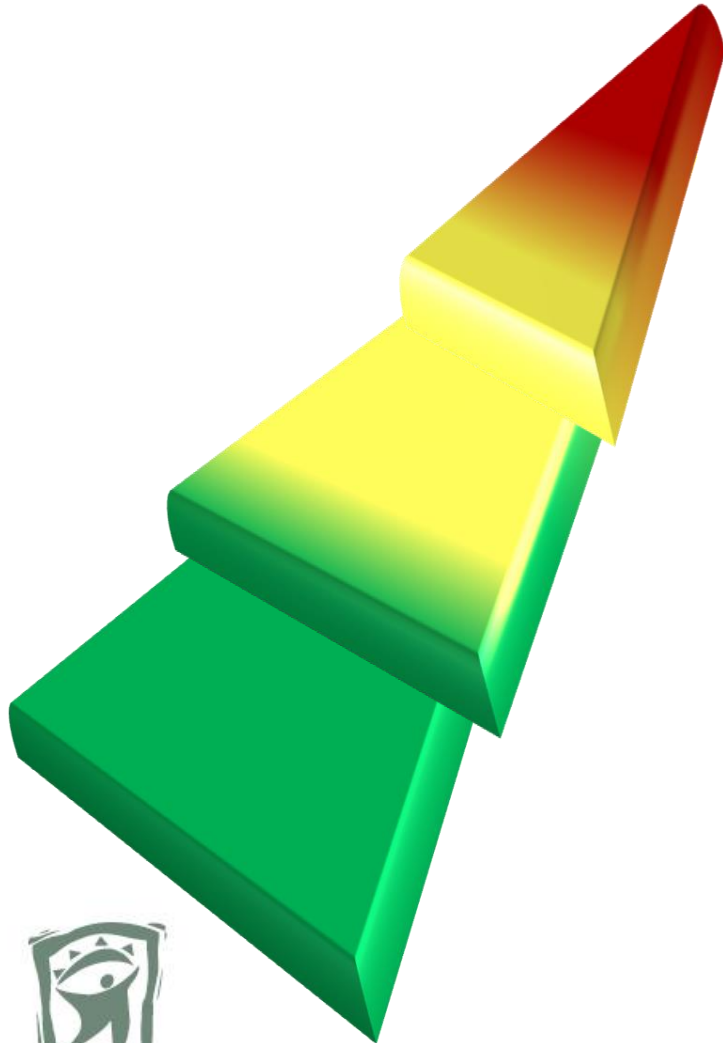
- uses the tiered prevention logic as the overall organizer to develop an action plan.
- involves cross system problem solving teams that use data to decide which evidence based practices to implement.
- involves ongoing progress monitoring for both fidelity and impact.
- emphasizes active involvement by youth, families, and other school and community stakeholders.

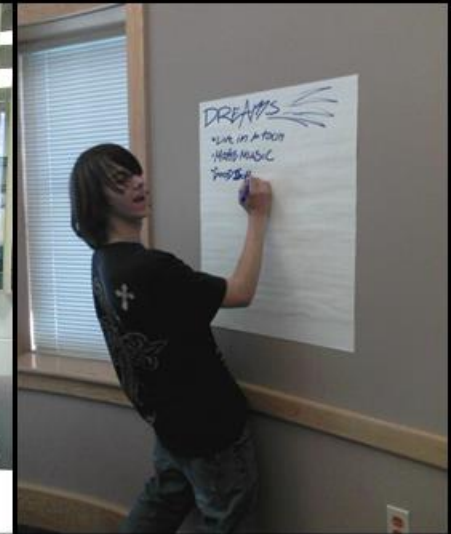
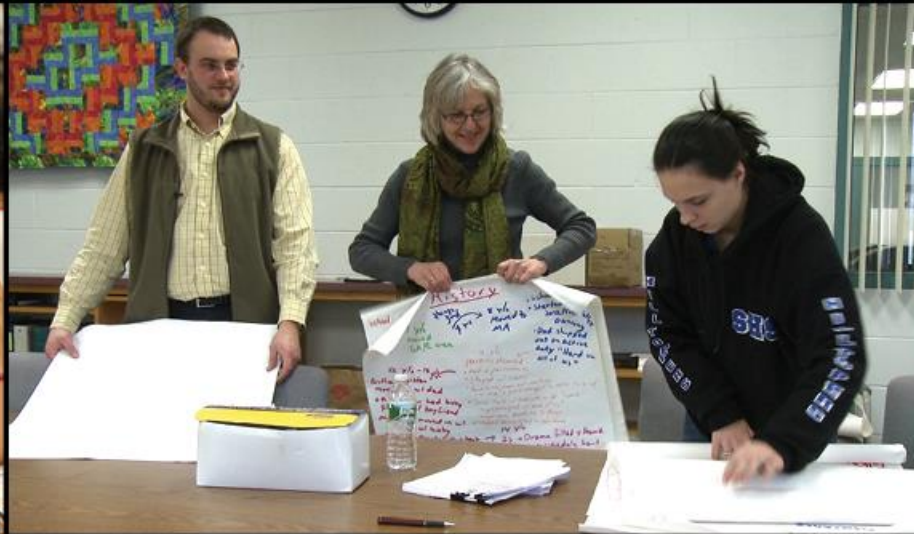


Tier 3: Intensive Interventions for Few

Individual Student and Family Supports

- Systems Planning team coordinates decision rules/referrals and progress monitors
- Individual team developed to support each student
- Individual plans have array of interventions/services
- Plans can range from one to multiple life domains
- System in place for each team to monitor student progress





The "Fit" of RENEW in Mental Health System

Systems for Implementation



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Rehabilitation, Empowerment, Natural Supports, Education and Work {RENEW}

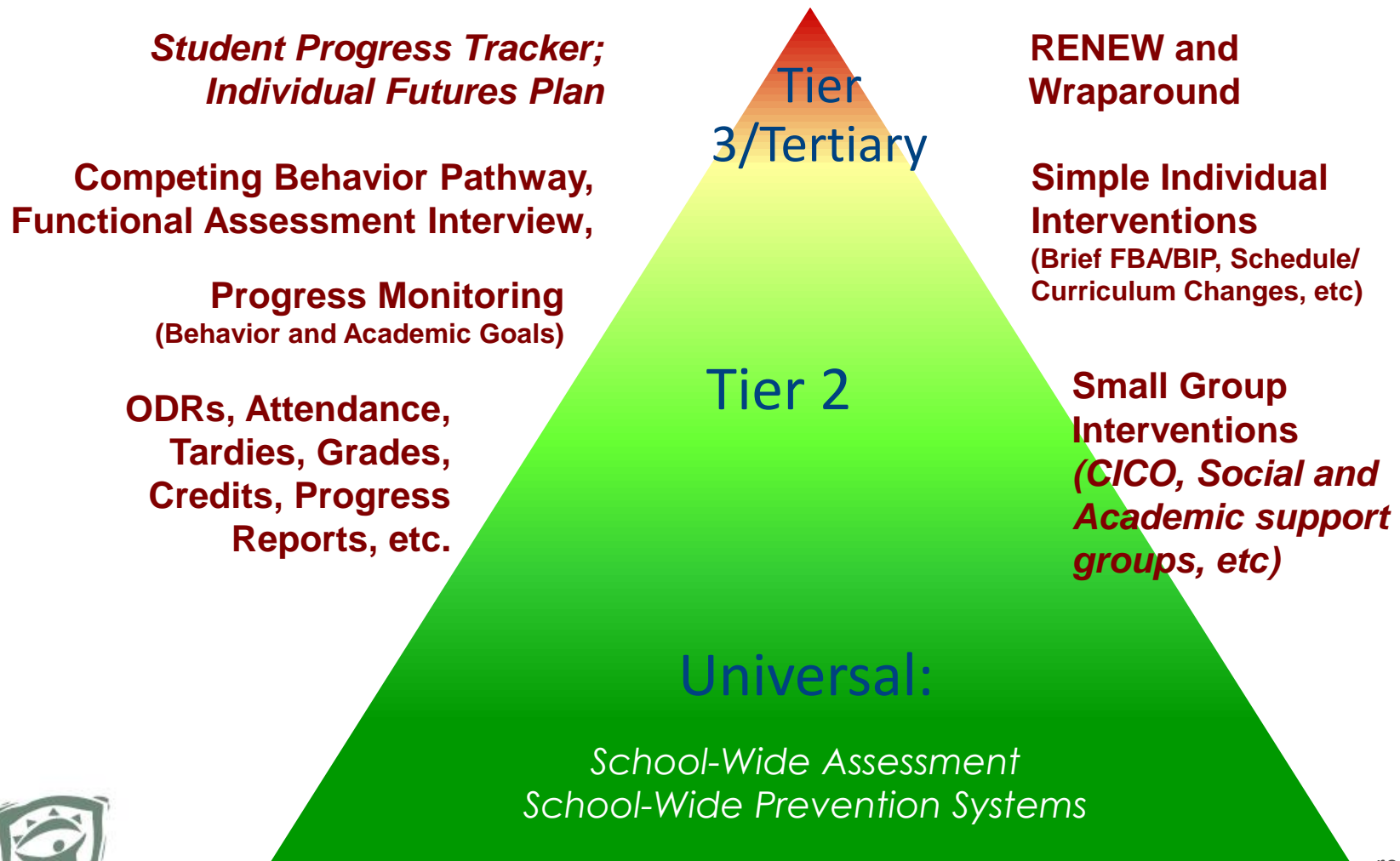
- Developed in 1996 as the model for a 3-year RSA-funded employment model demonstration project for youth with “SED”
- Focus is on community-based, self-determined services and supports
- Promising results for youth who typically have very poor post-school outcomes
- RENEW is the intensive intervention for a PBIS model dropout prevention projects: APEX, APEX II, APEX III
- RENEW was the primary intervention for a US DOE funded Juvenile Justice community re-entry project
- RENEW is being developed as a service of NH’s community mental health centers
- Across our NH projects, 252 youth have received RENEW.
(20 APEXI, 12 APEXII, 62 APEXIII, 61 RENEW 1, 117 RENEW II)

(Bullis & Cheney; Eber, Nelson & Miles, 1997; Cheney, Malloy & Hagner, 1998; Malloy, Sundar, Hagner, Pierias, Viet, 2010)

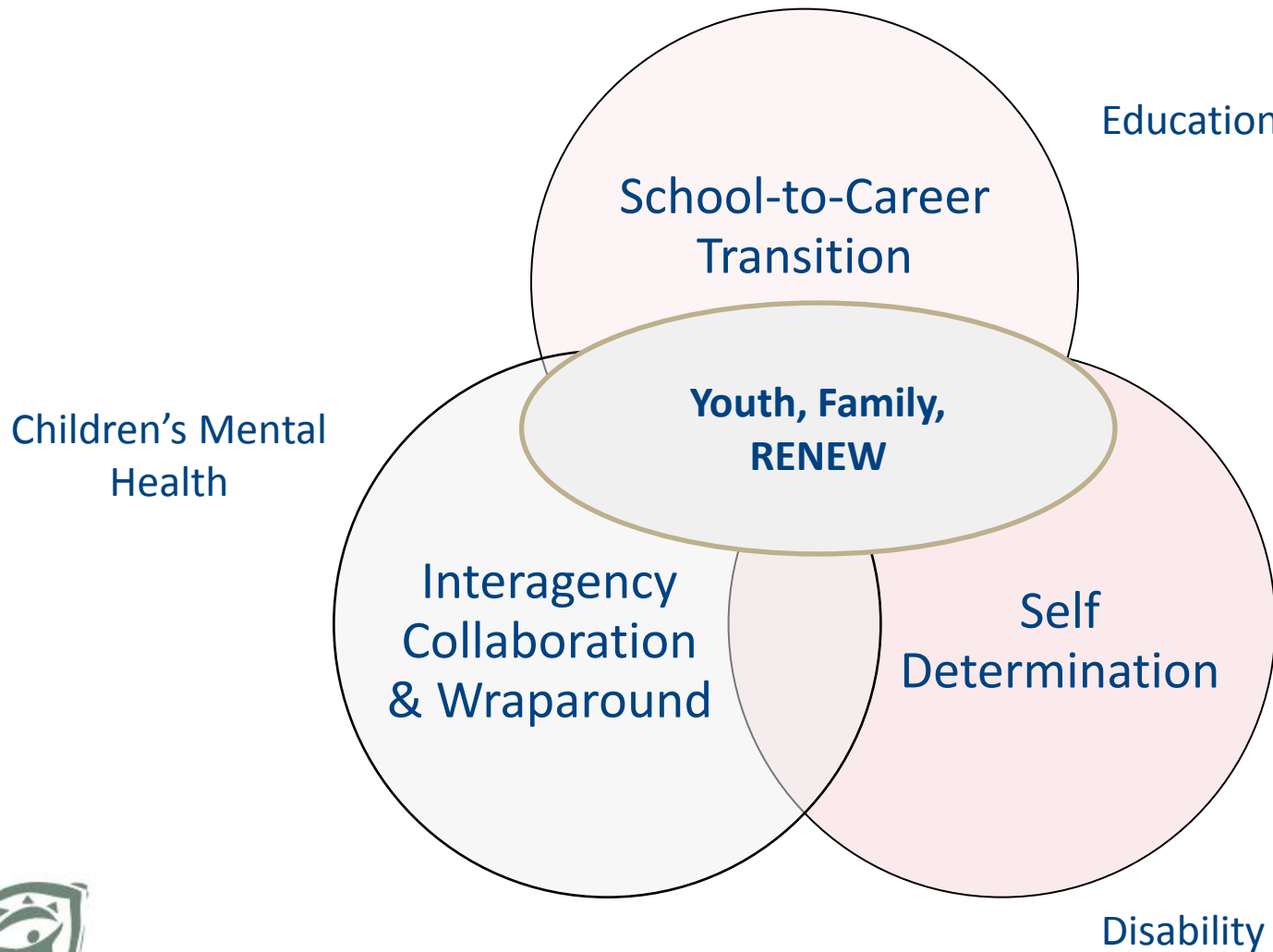


The APEX High School Model: Positive Behavior Interventions & Supports & RENEW

Malloy, Agorastou & Drake, 2009 Adapted from Illinois PBIS Network, Revised Sept., 2008 & T. Scott, 2004



RENEW Conceptual Framework



RENEW Goals & Principles

RENEW Goals

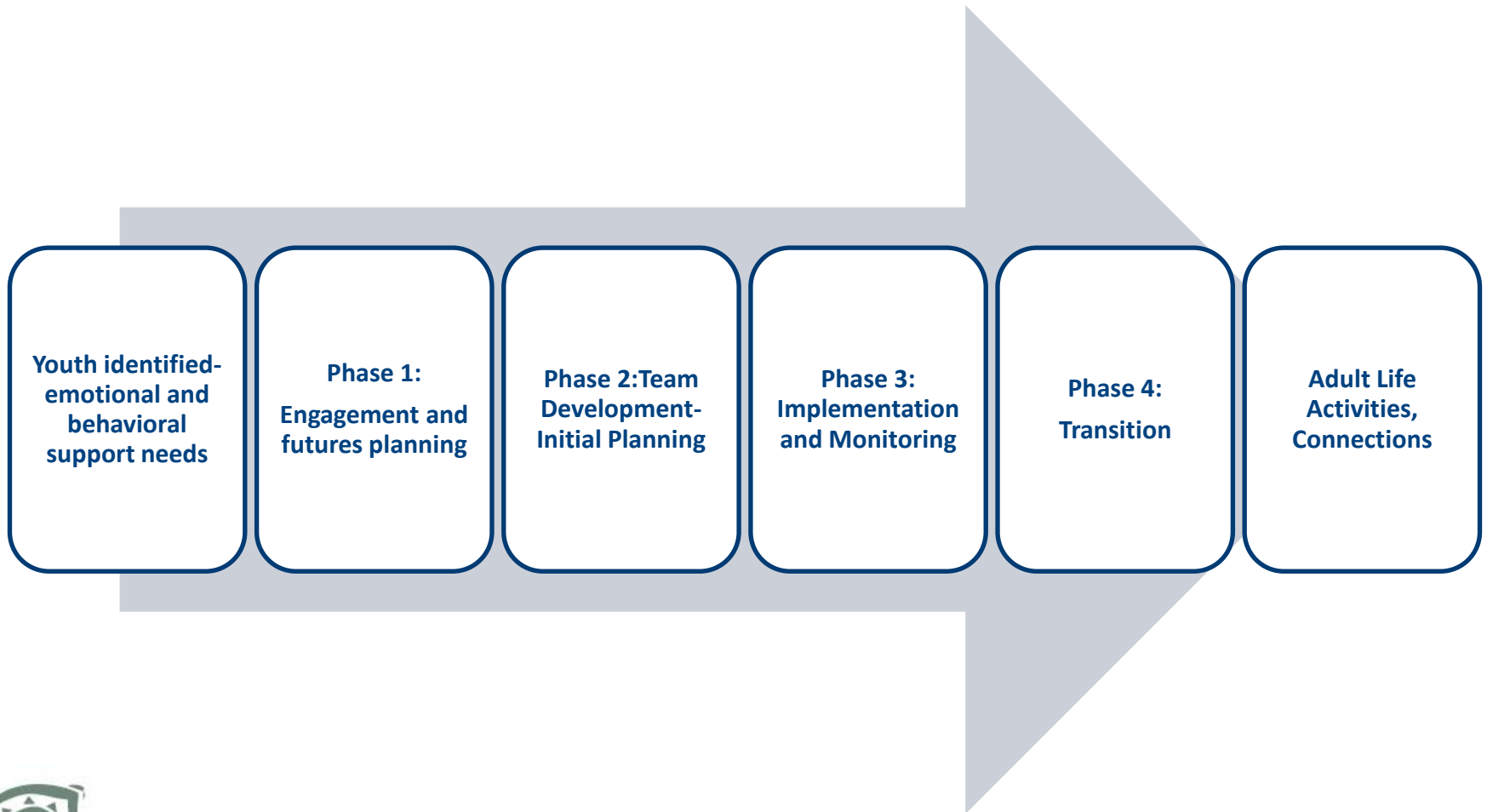
- High School Completion
- Employment
- Post-secondary Education
- Community Inclusion

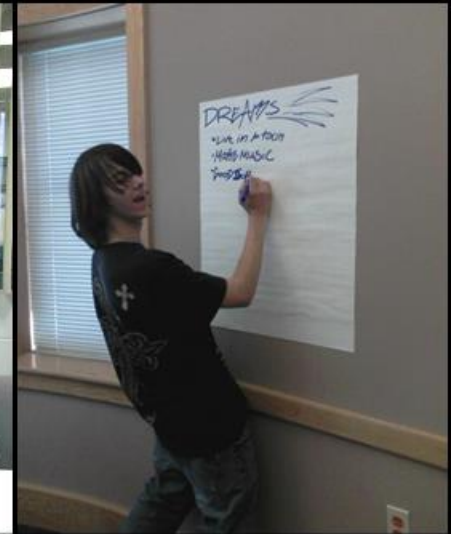
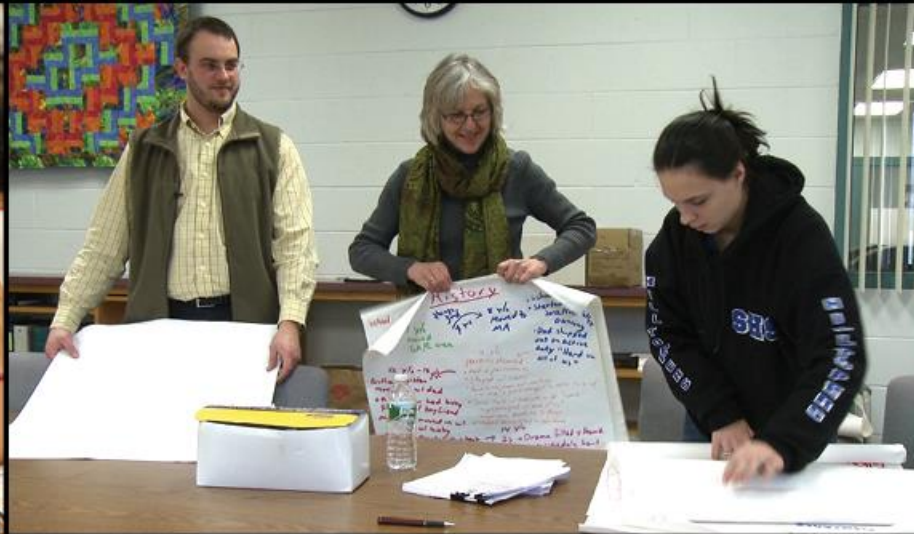
RENEW Principles

- Self-Determination
- Unconditional Care
- Strengths-Based Supports
- Flexible Resources
- Natural Supports



Wraparound/RENEW Phases





RENEW, Mental Health & Schools

Effective Collaboration



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Coordinating Services

Using the Wraparound part of RENEW to keep youth moving toward goals instead of reacting to crisis.

- Sharing and aligning of goals with families and other agencies
- Need for releases and collaboration.
- Identifying a mentor in the school, family, or community



Implementation Systems

- RENEW (tertiary) Implementation Team
- Coaching & Supervision
- Referral Processes
- Use of Data and Tools
- Providing Training /TA



Systems Planning Team

- Key membership on Tertiary Team
- Cross system problem solving
- Resource development, case review, systems issues
- Ongoing progress monitoring for both fidelity and impact.
- Redesigned enrollment criteria for community based support services.
- Collaborate with other internal teams/school teams.

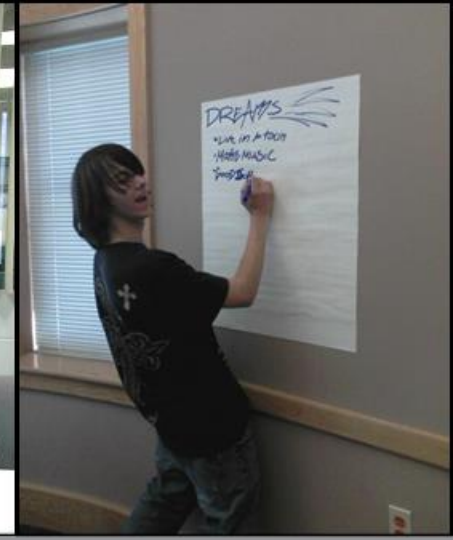
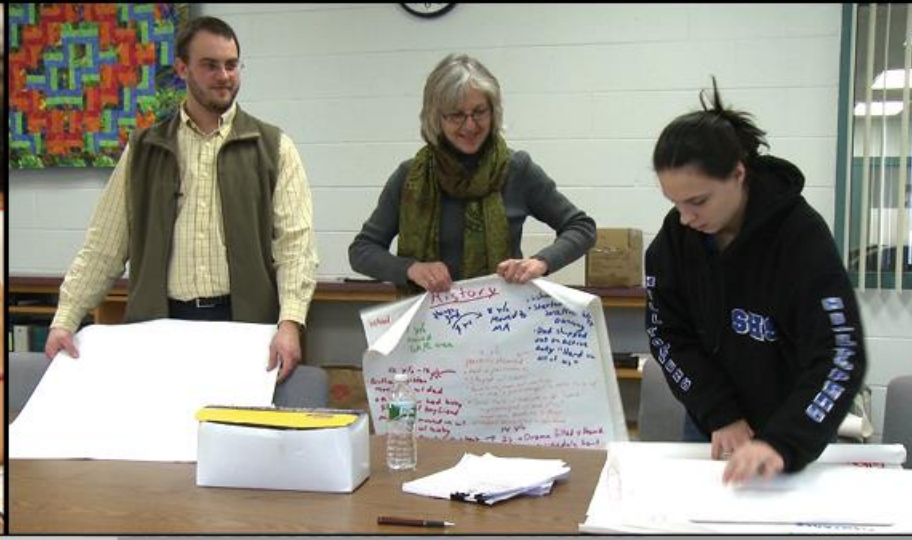


Schools & MH Working Together

Use of Data

- Implementation data
- Performance data
- Outcome data
- Sharing data with schools and Mental Health Agencies





Collaboration and Insights from Exeter School District

Grace Laliberte, Special Ed Director
Exeter High School



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Why RENEW?

- Class Failures
- Attendance Issues
- Transition Planning for Identified Students
- Student Engagement
- Personalization
- Increasing the Graduation Rate



Exeter High School and the Rtl model

- 2012-2013: A district-wide Rtl committee was formed.
- 2013-2014: A planning/preparatory phase with expected roll out of Rtl in the district in Fall 2014.
- Area of focus to date: English/Language Arts
 - Scores on statewide assessments have proven that the work we are doing is making a difference for our students.
- Math Interventions have been added this year.
- Interventions for students with behavioral / emotional difficulties were not existent, until implementation of RENEW.



Seven Goals of RENEWed Opportunities in the Seacoast

1. Deliver intensive RENEW services to 20 youth with EBD, and/or youth at risk of dropping out to re-engage them with their schools and develop plans for graduation and beyond.
2. To build capacity to recover students who have dropped out and retain high risk students.
3. Provide TA to schools to ensure effective delivery of services and project's goals are met.
4. Offer FREE professional development opportunities to RENEW trainees.
5. Train youth graduates to be RENEW mentors.
6. Analyze outcomes and disseminate results.
7. Enhance the collaborative working relationship between the school and the community mental health center.



Funding Stream

- Fuller Foundation
- New Hampshire Charitable Foundation
- People's United Community Foundation
- The Cogswell Benevolent Trust



The School Perspective

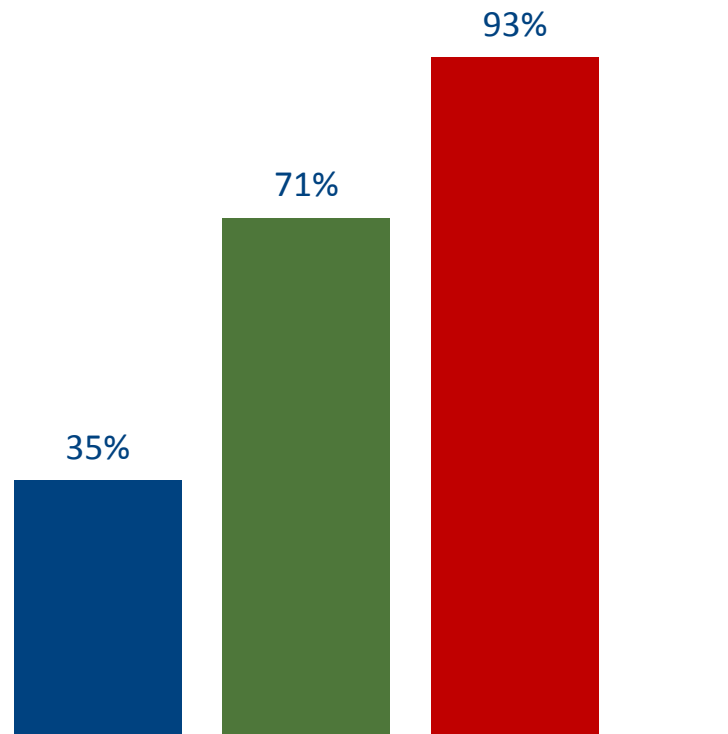
- To build more responsive and effective systems to **connect mental health and schools**.
- Both systems had previous training in RENEW. This project reflects a “**shared agenda**” with purposeful collaboration to serve youth and families.
- Emphasis on **data-based decision making** and on implementation of an evidence –informed intervention.
- Strong training, coaching and implementation support.
- Represents **system structures** to provide interventions and progress monitoring features.
- **Community partners** helped reinforced to staff that disengagement was not just about lack of interest, motivation, family issues that there was something.
- Better able to **support** students and youth back in the community.



Data-Based Decision Making

Early Warning Signs

■ OSS ■ Class Failures ■ Unexcused absences



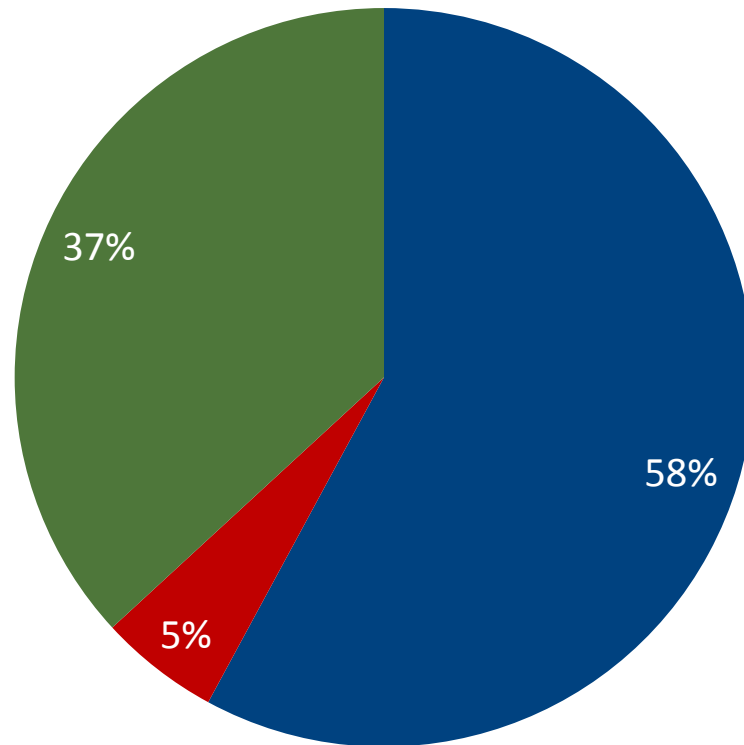
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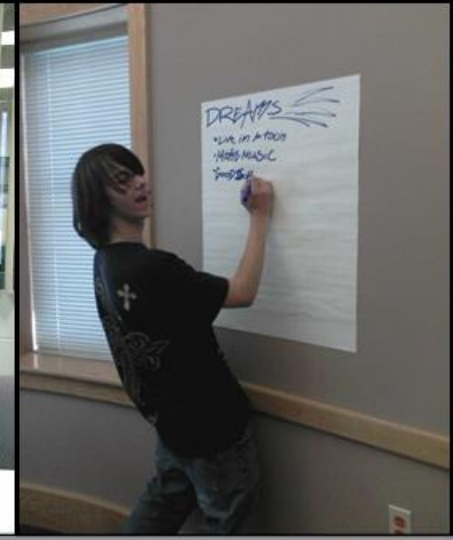
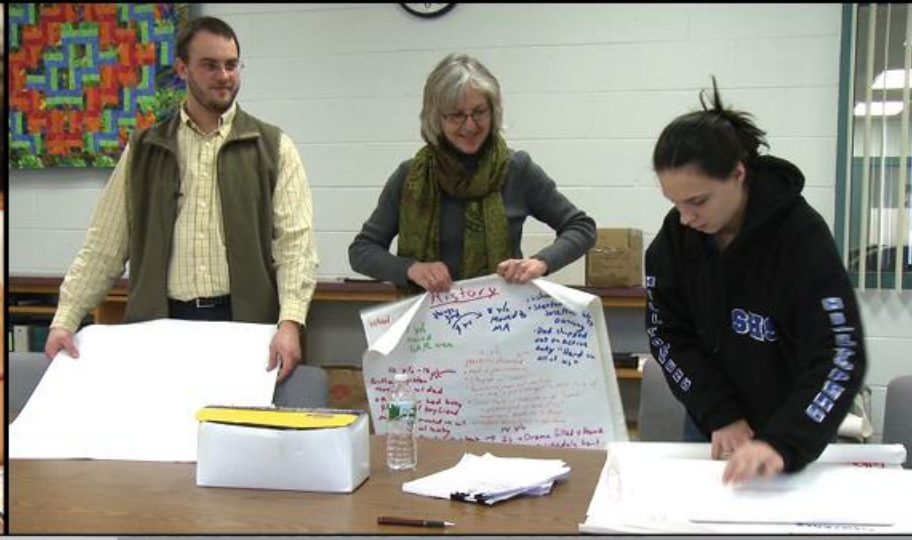
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Support Services

■ IEP ■ 504 plan ■ No Services





Collaboration and Insights from Seacoast Mental Health

Nicole Quinn, BA
CAFS Outreach Specialist
Seacoast Mental Health
Center



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The Role of Mental Health on Teams

- More efficient access to needed information.
- Earlier access to the RENEW intervention.
- Effective cross-team structure promotes better communication & coordination of services.
- Able to stream line the process.
- Cross-team leadership promotes common language & approach to address needs of the school & community.
- Greater ability to focus on the organizational structures of both systems .
- Able to provide school staff with insight into beneficial RENEW practices and helpful tools.



Old Approach vs. New Approach

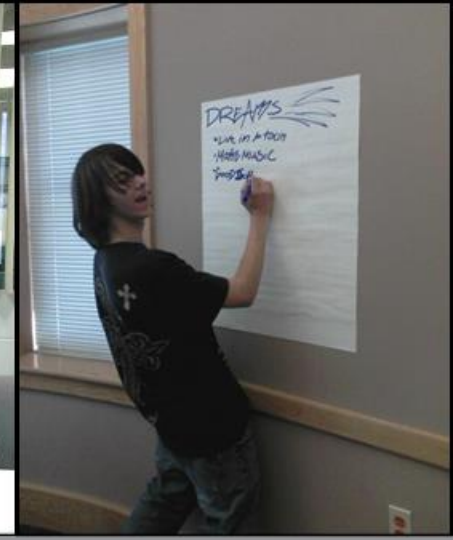
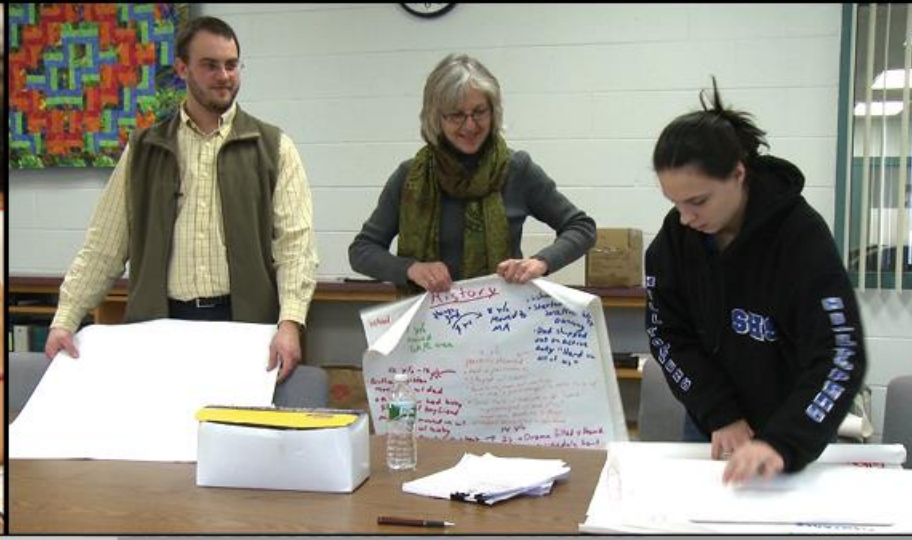
Past ...

- “Working in a vacuum”
- Difficulty accessing school information
- Schools lacked knowledgeable of agency’s practices and expectations
- Agency not knowledgeable about school practices and expectations
- Everyone was disconnected and working towards different goals
- Everyone utilizing different practices or interventions
- Unable to access client during school hours

Current...

- More cohesive partnership
- Greater awareness e of each others practices and system
- Working towards the same goals & utilizing the same practices to achieve the goals
- Client can see that everyone is on the same page and working for their benefit
- Readily access school information
- Provide school with relevant client information
- Provide “bigger picture” of who client is both in and out of school
- Provide an opportunity to access RENEW through the school for clients who do not qualify for SMHC
- Increased client engagement





Outcomes from Project



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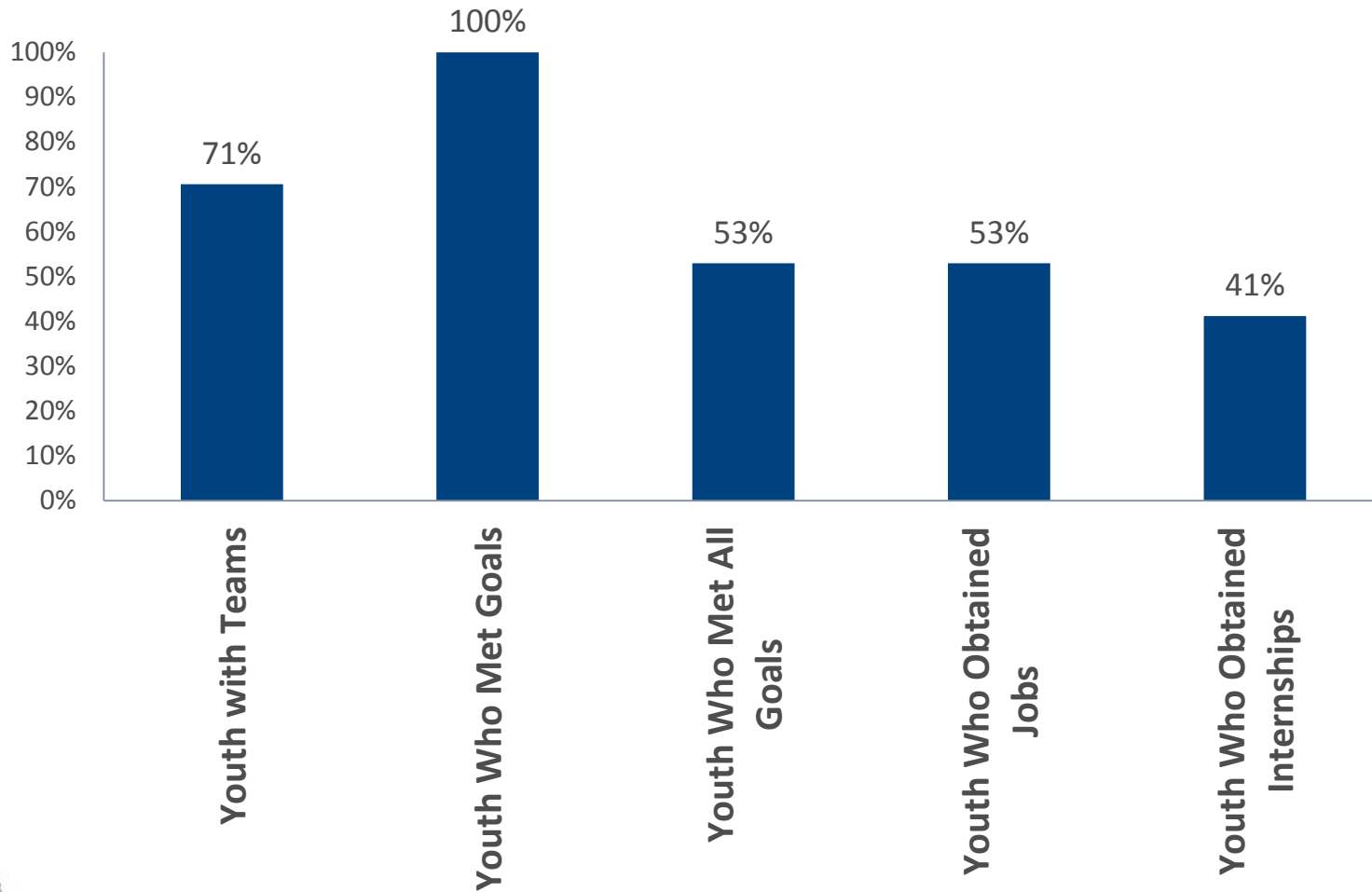
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Demographics

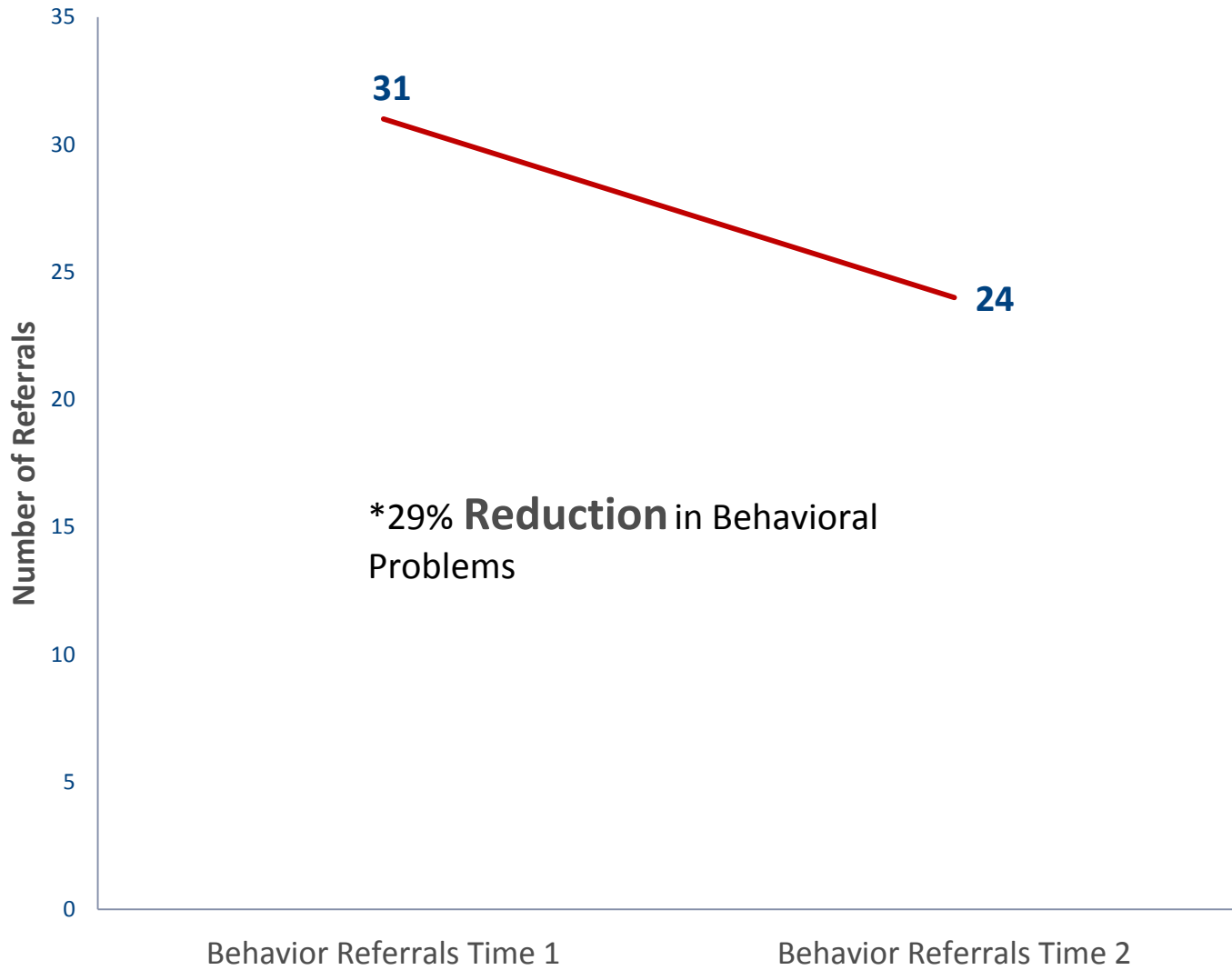
- Students that participated in RENEW fit the following profile:
- Average GPA 1.326 (17 students that participated)
- 64% living in single family homes
- 29% involved in the Juvenile Justice System
- 23% involved in Child Welfare



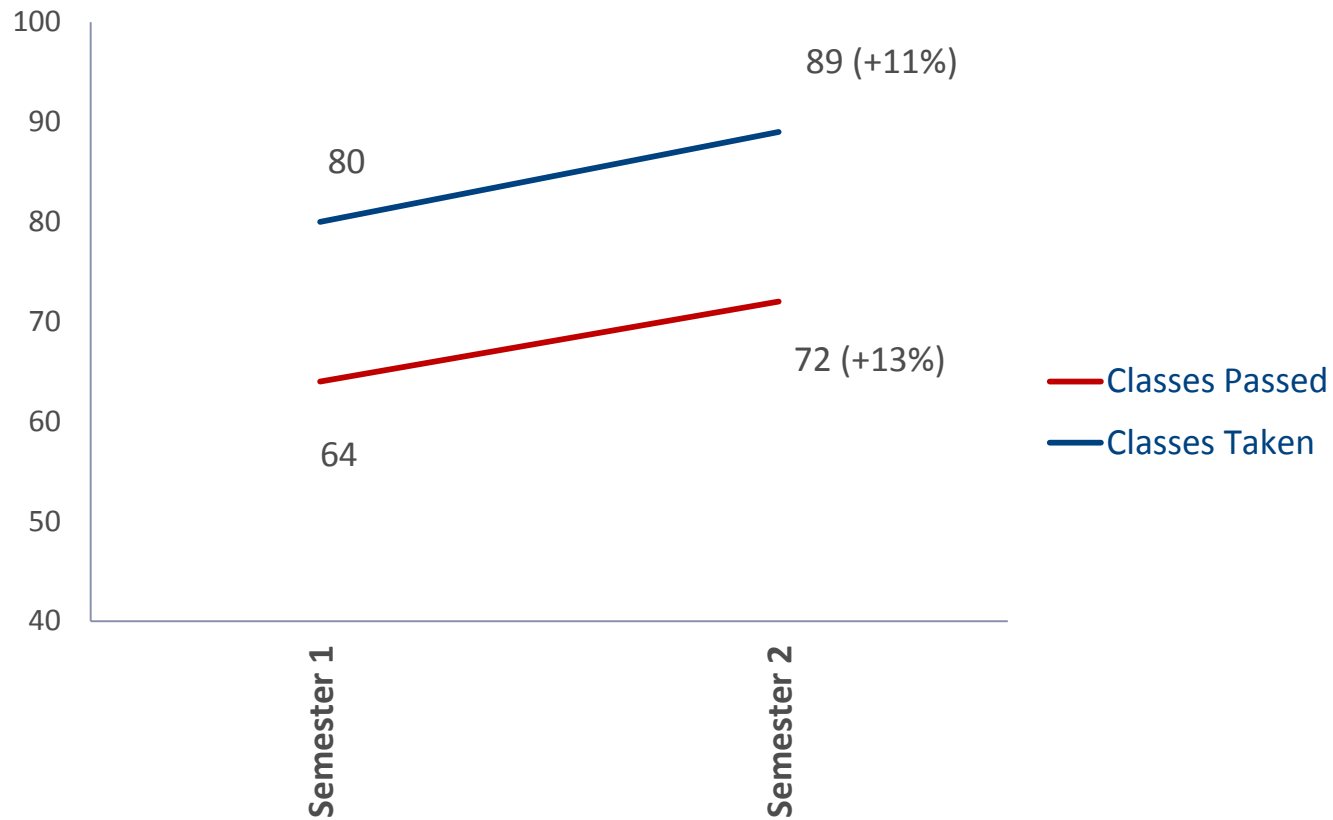
Exeter Outcomes for Percent of Youth Enrolled (n= 17)



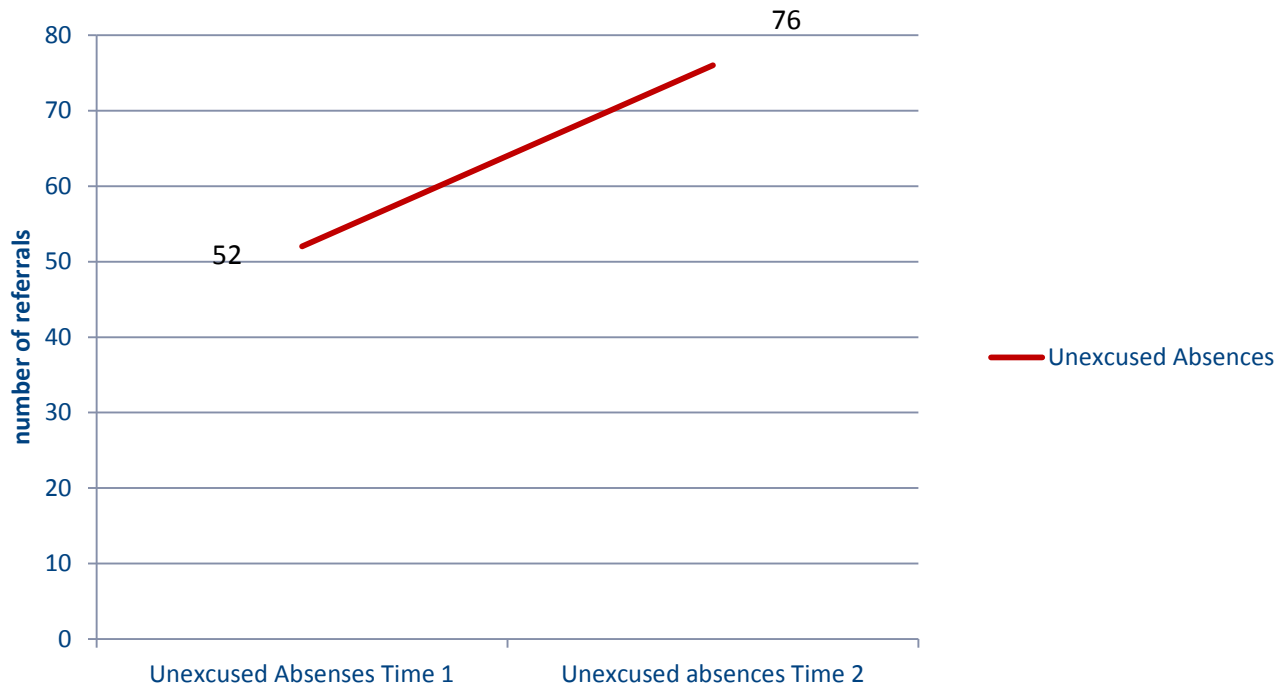
Number of Discipline Referrals (n=17)

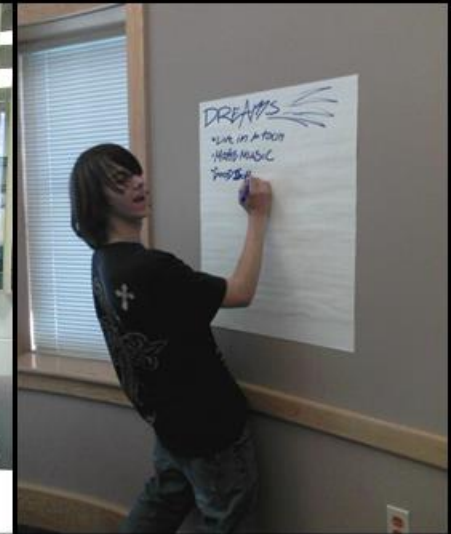
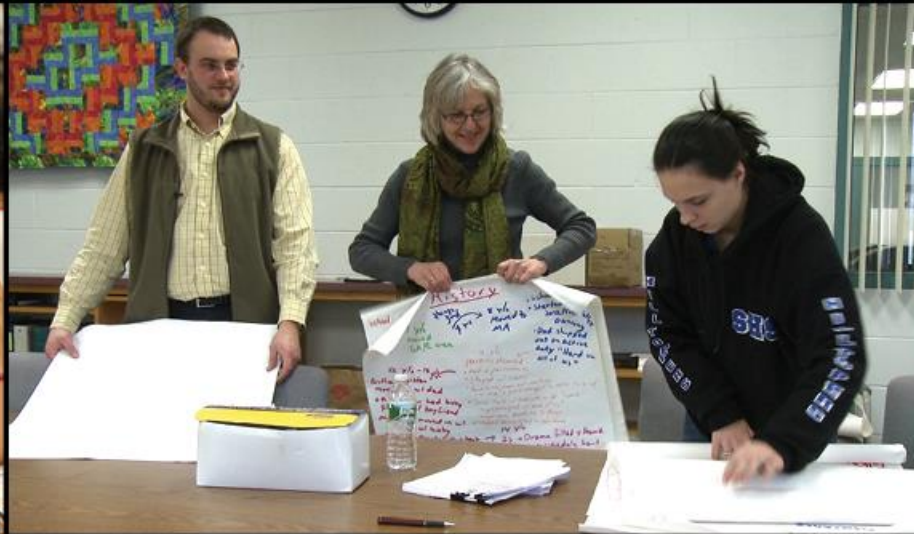


Exeter High RENEW Academic Outcomes (n=17)



Number of Unexcused Abseneces (n =17)





Case Example

A Blended Approach



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Case Example

- Student involved in RENEW for 1 year
- RENEW Facilitator: Mental Health Outreach Specialist
- Completed all MAPS
- Began initiating small goals
- Ongoing family involvement



After purposeful collaboration...



Schools & Mental Health Working Together

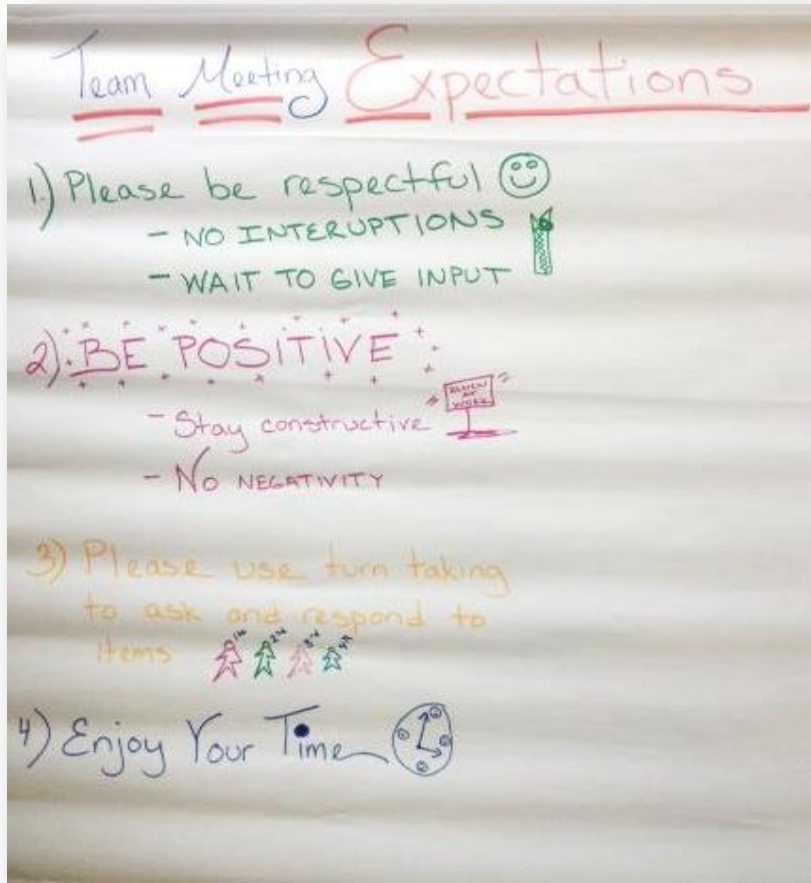
Collaborative meeting scheduled to support youth's goals and next steps:

- Mental Health Agency and family gives unique perspective of the youth
- Key stakeholders from the school needed to support youth's goals and next steps
- Critical school data needed to make decisions:

Credits, Transcript, Behavioral Incidents, Attendance



Student Focused Planning



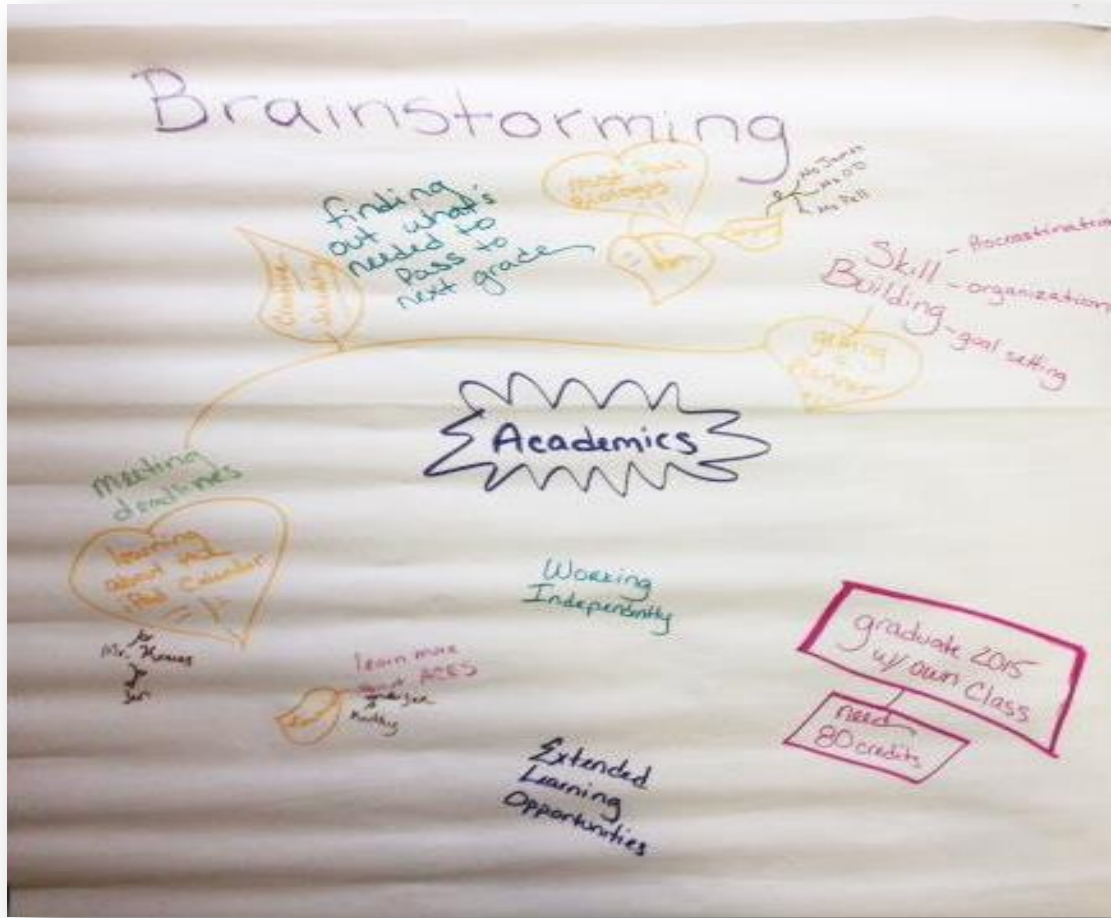
Sharing a Unique Perspective

BRANDIS' REVIEW CELEBRATION

Accomplishments	Strengths - Skills
Off Probation & Out of trouble Level ↑↑↑ !!!	Self control, strategies to stay calm worked hard, respectful, self respect
Quit Smoking	self control, self-determined
Created Resume Applied for job	determination, courage, & people skills writing skills
Quit Using, staying healthy looking to the future	Problem solving & future planning, honesty COURAGE maturity & growth, planning
got a JOB	networking!
Volunteer Work	Caring, Selfless Behavior, time management
Completing Tasks	Persistence, self determination!
Showing Patience	Observant, grounded Self Esteem
Effort To Spend @ family	Coping skills, listening, Empathy
ROLE MODEL	welcoming, friendly, helpful, leadership
Safe Behavior w/ myself Currently 41 credits & a B	Self worth, thoughtful, Responsible



Collaborating Around Youth's Goals



Key Members on Youth Team

Youth

RENEW Facilitator, Mental Health FSS worker

School Social Worker

Building Administrator

Father

Math teacher

Peer

RENEW trainer for TA support



Youth/Team Action Plan

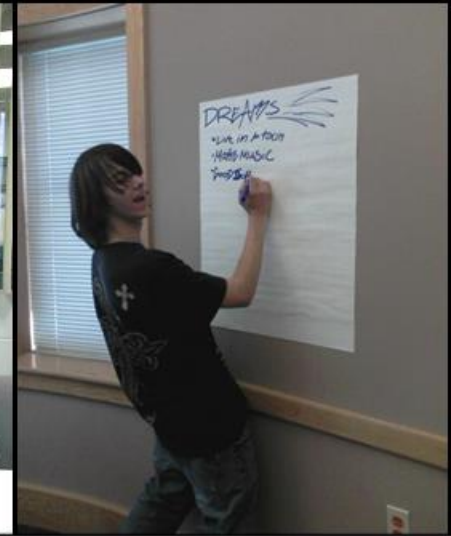
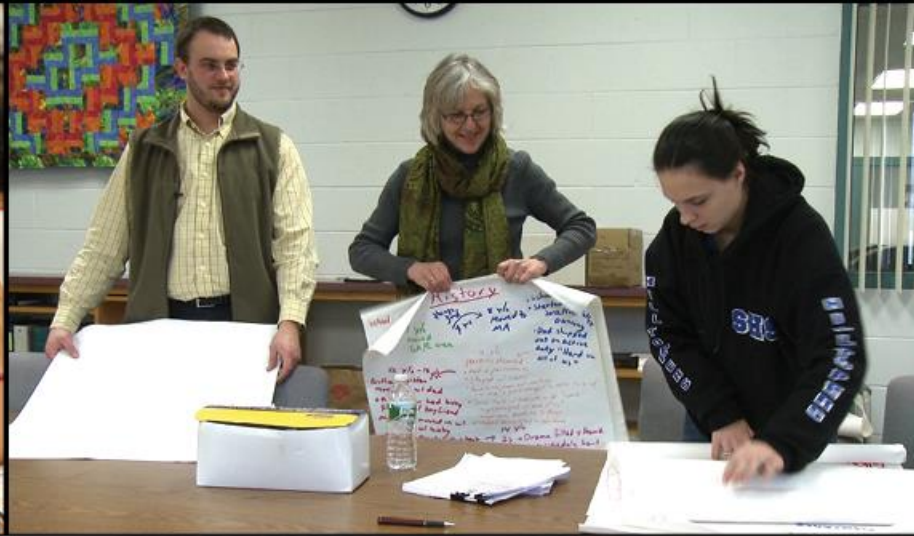
Goal: To graduate with Class of 2015

Next Steps	Resources Needed	Person Responsible	Target Date
Earn all required math credits (total of 8 credits)	Explore math options through Odyssey to gain 2 add'l math credits	Youth School Social Worker Odyssey Coordinator	2/21/2014
Pass all classes this semester	Monitor progress reports weekly	Youth & RENEW Facilitator, School Social Worker	weekly
Learn organization skills to do well academically and meet deadlines	Calendar on phone, planner	Youth and math teacher	2/21/2014
Review transcript	Transcript & credit gap Analysis	Youth & Building administration	2/21/2014
Look into credit bearing activities	Explore other opportunities of interests to earn credit	Youth, RENEW facilitator, School Social Worker, father, Building Administrator	Spring 2014



A RENEW participant, says,
*“It’s helped me get through
a lot of different obstacles in
my life.”*





RENEW Youth Mentor Role

Justin Tilbe
IOD
University of New
Hampshire
RENEW Graduate



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Youth Mentor's Role

- To give a perspective to youth and facilitators on the RENEW process
- To check with youth to see if the needs are being met
- Provide feedback to the youth from own personal experience
- Talk with youth on how they feel about their facilitator & the process



Why is this Important?

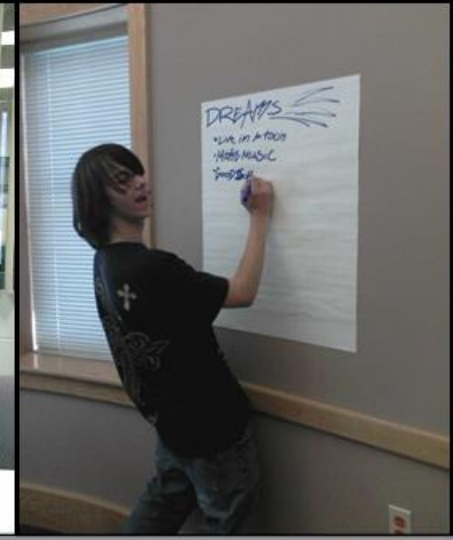
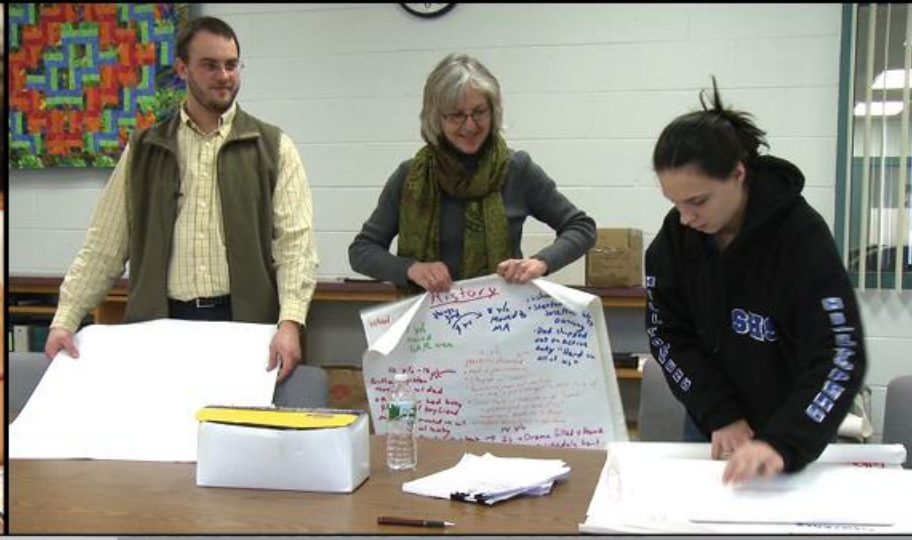
- Help youth speak freely to the youth mentor
- Not a significant age difference
- Providing opportunities to relate based on shared experiences.



Moving Forward...

- Time set to meet one on one with youth and youth mentor.
- To start from the very beginning when RENEW is first talked about with youth
- Being part of Implementation Team to help structure the process
- Establish lunch meetings with students





Future Needs

Building Collaboration & Sustainability



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Next Steps to Consider in Moving towards a more Blended System

- Streamlined referral process
- Increased collaboration
- Increased ability to identify students that may or may not be on each other's radar
- Continue to collaborate in a cohesive and honest manner
- Cross system problem-solving & leadership on all 3 tiers
- Continued coaching, training & implementation support
- Continued emphasis on data-based decision making
- Dedicated funding support
- Team develops clear role & functions for all
- Plan for sustainability



Thank you!

For more information contact:

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